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ABSTRACT

This publication contains a report on the status of the K-12 economic education program in Texas and recommendations for further improvement, modification, or additional legislation. The report was submitted by the Central Education Agency to the State Legislature, as it is required to do by law. The first part of the report describes actions taken. Seven economic education centers are in operation in Texas colleges and universities. In addition, three endowed chairs for free enterprise have been created to promote economic education. Over the last two years, these organizations have provided public schools with support for economic education including curriculum planning, teacher inservice, instructional materials development, and consultation. Guidelines for the implementation of economics/free enterprise education were provided in various publications that were mailed to all school districts. Instruction on the essentials and benefits of the free enterprise system were incorporated within the required courses of American history, world history, world geography, and American government. Although the State Legislature did not appropriate funds for the specific purpose of implementing economic education, the Agency utilized several sources of funds for such purposes. The Agency staff conducted inservice and preservice seminars and workshops for approximately 2,000 elementary and secondary educators. In April, 1979, the Texas Education Agency conducted a statewide assessment of students in free enterprise/economics/consumer education. Various recommendations were made to the legislature. Included among these were that the legislature direct the State Board of Education to designate the most essential parts of each of the subjects, including economics, in the well-balanced curriculum and that the State Board of Education modify graduation requirements by adding economics (including free enterprise) as a half-unit requirement. (Author/RM)

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Status Report of the Economic Education Program.

December 1980

State Board of Education

Texas Education Agency, Austin

Submitted to the Sixty-Seventh Legislature
Texas Education Code TEC-21.120(h)

SP 013 090

Texas Education Agency

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

December 12, 1980

TO THE HONORABLE LIEUTENANT GOVERNOR OF TEXAS AND MEMBERS OF THE SIXTY-SEVENTH LEGISLATURE:

Section 21.120(h) requires the Central Education Agency to transmit to the members of the State Board of Education, the Lieutenant Governor, the Speaker of the House of Representatives and the chairman of the Senate and House Education Committees, a report as to the status of economic education. In accordance with this section, this report is hereby transmitted.

It is important to note that the recommendations made by the State Board of Education in this report are identical to those contained in the State Board's Legislative response to the charge in H.C.R. 90. As in the H.C.R. 90 report, the recommendations include economics as part of the well-balanced curriculum to be offered by all schools.

The Central Education Agency will be glad to provide further information on these recommendations.

Respectfully submitted,

Joe Kelly Butler

Joe Kelly Butler, Chairman
State Board of Education

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TEXAS EDUCATION AGENCY

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Economics Education In Texas
A Status Report

S.B. 1040, as enacted by the Sixty-Fifth Legislature, amended Chapter 21 of the Texas Education Code to ensure the development of a comprehensive economic education program for grades one through 12.

Section 21.120(h) requires the Central Education Agency, at least 30 days prior to each regular session of the Legislature, to transmit to the members of the State Board of Education, the Lieutenant Governor, the Speaker of the House of Representatives, and the chairman of the Senate and House Education Committees, a report on the status of the economic education program together with any recommendations for further improvement, modification, or additional legislation. The following is the status report concerning implementation of economic education in Texas schools as a result of this legislation. The report outlines the provisions of Section 21.120 of the Texas Education Code and summarizes actions that have been taken.

Subsections (a), (b), (c) of Section 21.120 provide a definition and statement of purpose. Parts (d) through (g) state the specific actions and responsibilities of the Central Education Agency and the State Board of Education.

§21.120(d)

The Central Education Agency shall administer this section pursuant to regulations adopted by the State Board of Education. Support may be provided by the senior colleges and universities in the preservice preparation of teachers to carry out the provisions of this section. These institutions of higher education are encouraged to establish formal economic education centers to assist the public schools with curriculum planning, inservice training, and further work in the development of instructional materials.

Action Taken:

Seven economic education centers are in operation in Texas colleges and universities. They are located at:

North Texas State University (Denton)
West Texas State University (Canyon)
The University of Texas (Arlington)
Angelo State University (San Angelo)
University of Houston (Clear Lake City)
Baylor University (Waco)
Lamar University (Beaumont)

- *Business and Office Education Curriculum Framework,* Texas Education Agency Publication CU0 832 04

- *Framework for the Social Studies, Kindergarten-Grade 12,* Texas Education Agency Publication CU0 842 03

- *Social Studies Goals and Suggested Essential Student Objectives,* Texas Education Agency Publication CU0 842 03

- *Teaching the Free Enterprise System in Business Education Courses,* Texas Education Agency Publication CU0 832 05

Three publications concerning economics are scheduled for publication and distribution this fiscal year. They are *An Economics Primer for Teachers, Teaching Economics in Elementary Grades 1-6,* and *Teaching Economics in Secondary Social Studies Courses.*

The homemaking education program includes units on economic education. Concepts covered include the American economic system, sources and function of money, the market system, banks and banking services, and use of credit. *Orientation to the World of Work,* for students preparing for home economics related occupations, covers the American free enterprise system, impact of government on the economy, the marketing and distribution system, and other economic systems.

A number of topics pertaining to the American economic system have been included in the basic curriculum for agricultural education. In the revised production agriculture basic curriculum and the teaching materials there are approximately 20 topics including technical information and transparencies directly or indirectly related to economics including principles of economics, supply and demand, agricultural finance, banking procedures, marketing of agricultural products, market news and quotations, income and financial statements.

Approximately half of the basic curriculum for cooperative part-time training consists of topics related to the free enterprise system and its relationship to the occupation for which students are training. New and revised industrial instructional materials include topics on the free enterprise system.

The marketing and distributive education programs include units on the market system, establishing a business, business principles and economics, and finance. Special emphasis is being placed on a new curriculum called "The American Enterprise Advanced Series."

Using the above guidelines and materials, Agency staff conducted inservice and preservice seminars and workshops for approximately 2,000 elementary and secondary educators. In addition, the staff cooperated with a number of colleges and universities, regional education service centers, and private organizations in the planning and implementation of staff development activities for teachers.

§21.120(e)
(2) Implement provisions of this section in the most expeditious manner possible, commensurate with availability of teaching personnel;

Action Taken

Through the textbook adoption process, the State Board of Education provided student materials that support economics instruction. Texts are in adoption for the courses of Economics and Fundamentals of the Free Enterprise System. A call for new materials in these two courses is scheduled for March 1981. Textbook proclamations require the inclusion of economics/free enterprise in social studies and business education texts. Texts for mathematics and occupational education and technology also include economic content.

For the purpose of providing instructional personnel for the high school course on free enterprise, accreditation principles were amended to authorize the placement of the course in social studies or business education.

§21.120(e)
(3) Implement local school system evaluation of the effectiveness of the economic education program prescribed by this section;

Action Taken

In April 1979, the Texas Education Agency conducted a statewide assessment of students in free enterprise/economics/consumer education. The assessment was based in part on the guidelines and objectives set forth in the course guide for free enterprise and correlated with the economics objective identified in *Social Studies Subgoals and Suggested Essential Student Objectives*.

Permission was obtained from the State of Florida to adapt tests used by the Florida Statewide Assessment Program. Objectives and items deemed inappropriate for the Texas curriculum were deleted. In some instances, items were revised or added in order to improve or broaden the measurement capacity of the tests. However, the Florida organizational pattern of objectives and test coverage was kept intact.

Five tests were used for this assessment. For Grade 5, two tests were used, one in the area of consumer education, a second in the area of general economics education. For Grade 11, test categories assessed were consumer education, free enterprise education, and general economics.

Two samples of approximately 11,000 each from the estimated 194,000 eligible students in the state were selected to take the fifth grade tests. Three samples of approx-

imately 9,550 each from the estimated 179,000 eligible students were selected to take the three eleventh grade tests. All five samples comprised about 50,650 students.

The results of the statewide assessment were published in *Economics Education, A Statewide Assessment in Texas,* Texas Education Agency Publication GE0 822 02, and distributed to a wide audience of educators.

§21.120(e)
(4) Recommend programs and short course seminars for the preparation of economic education teaching personnel;

Action Taken:

Periodic mailings were made by the Agency to education service centers and school districts, and professional associations to provide information on various workshops, seminars, and other inservice opportunities in economic education. The Agency also cooperated with colleges and universities in announcing workshops, seminars, and conferences sponsored by the economic education centers and the endowed chairs for free enterprise.

§21.120(e)
(5) Require all Texas high schools to give instruction on the essentials and benefits of the American economic system effective September 1, 1978;

Action Taken:

Section .350, c(4), c(5) of *Principles, Standards, and Procedures for the Accreditation of School Districts,* Texas Education Agency Publication AD0 824 01 requires:

- Instruction on the essentials and benefits of the free enterprise system, [be] incorporated within the required courses of American History, World History Studies or World Geography Studies, and American Government.

- An elective course on the free enterprise system (½ semester unit) in accordance with Section 21.103, Texas Education Code.

§21.120(f)
The State Board of Education shall adopt regulations to insure the teaching of economic education to all pupils in grades 1-12 on a minimum time schedule of grades 10-12 by 1978-79 school year; grades 7-9 by the 1979-80 school year; grades 4-6 by the 1980-81 school year; and grades 1-3 by the 1981-82 school year.

Action Taken:

The State Board of Education has adopted accreditation regulations requiring economic instruction in Grades 1-12. The following is included in *Principles, Standards, and Procedures for the Accreditation of School Districts,* Texas Education Agency Publication AD0 824 01:

- Section .310, Essential Curriculum Elements Prescribed by State Law: Added Economic Education to the table under the heading of Citizenship
- Section .330, Description of Balanced Elementary Curriculum: Added "Economic education, including an understanding of the free enterprise system, are correlated with instruction in curriculum offerings."
- Section .350, Description of Content in Secondary Grades: Added "Economic Education in accordance with Section 21.120, Texas Education Code."

§21.120(g)
In implementing this section, the State Board of Education shall make every effort to combine funds appropriated for this purpose with funds available from all other appropriate sources, public and private, in order to achieve maximum benefits for improving economic education.

Action Taken:

Though the Legislature did not appropriate funds for the specific purpose of implementing economic education, the Agency utilized several sources of funds for such purposes. Agency-sponsored inservice programs and the development and dissemination of curriculum documents were carried out using operating budget monies. Textbooks were purchased from the Textbook Fund of the Agency. Assessment costs were met with state funds provided by the Texas Assessment Project as authorized by Senate Bill 1, Sixty-Fifth Legislature, First Called Session.

Recommendations to the Legislature

House Concurrent Resolution 90, passed by the Sixty-Sixth Legislature, directed the State Board of Education to recommend to the Sixty-Seventh Legislature necessary changes in law that would ensure a well-balanced curriculum and define the basics. A Curriculum Study Panel, composed of representatives of the State Board of Education, Texas Senate, Texas House of Representatives, and the Governor's Committee on Education, worked for more than a year studying the present curriculum. They held public hearings on desired elements to be included in a well-balanced curriculum, and solicited advice from an advisory committee composed of educators and lay citizens.

The Curriculum Study Panel submitted its recommendations to the State Board of Education, and the Board adopted the report in October 1980. State Board adopted recommendations affecting economic education are:

- That the Legislature require all school districts to offer a well-balanced curriculum that includes economics.
- That the Legislature direct the State Board of Education to designate the most essential parts of each of the subjects, including economics, in the well-balanced curriculum.
- That the Legislature consider repealing present laws mandating courses, subjects, or elements to be included in the curriculum, including §21.120 in its entirety.
- That the State Board of Education modify graduation requirements by adding Economics (including free enterprise) as a half-unit requirement.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;
(2) operation of school bus routes or runs on a non-segregated basis;
(3) nondiscrimination in extracurricular activities and the use of school facilities;
(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
(6) nondiscriminatory practices relating to the use of a student's first language; and
(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.